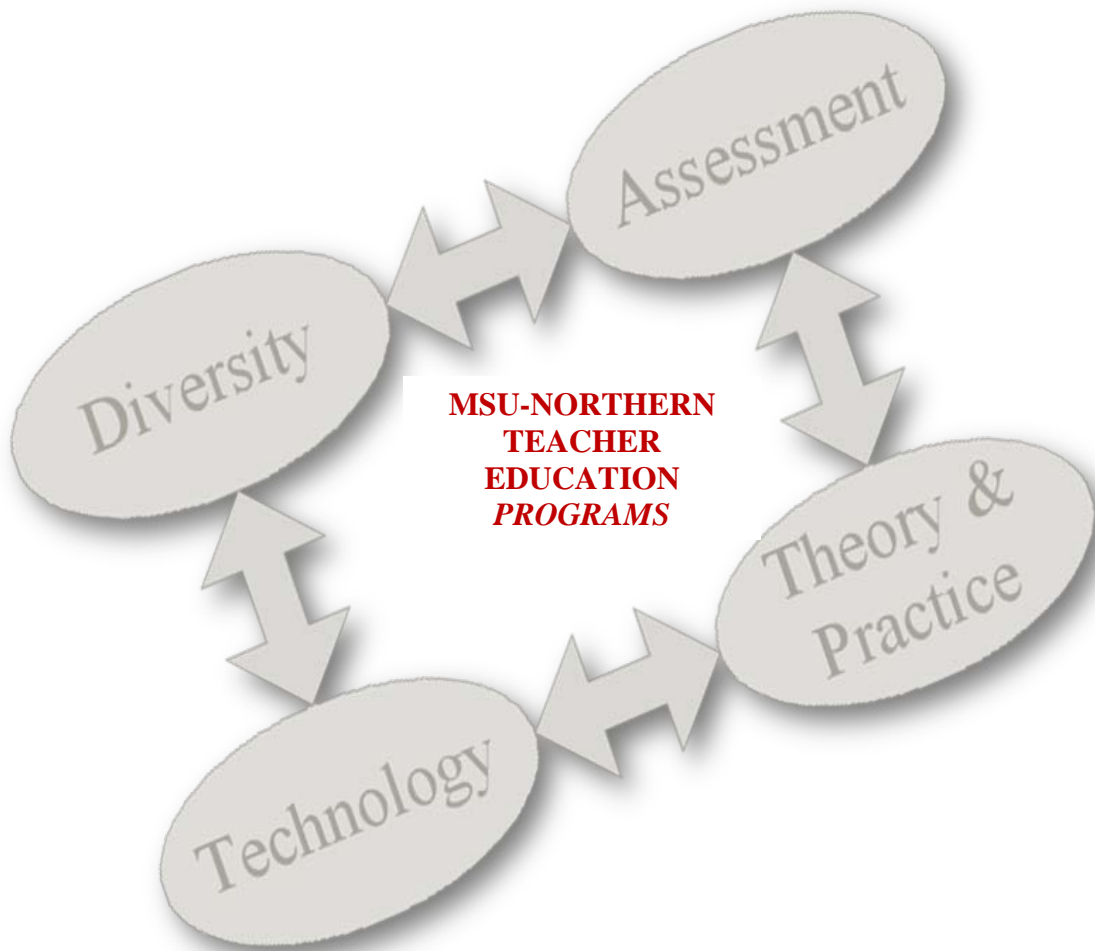


MONTANA STATE UNIVERSITY  
**NORTHERN**  
Teacher Education



Community of Learners

## **Table of Contents**

<b>MISSION STATEMENT .....</b>	<b>3</b>
<b>VISION STATEMENT .....</b>	<b>4</b>
<b>CONCEPTUAL FRAMEWORK.....</b>	<b>4</b>
<i>Central Principles.....</i>	<i>4</i>
<i>Program Outcomes and Candidate Performance.....</i>	<i>5</i>
<i>Candidate Dispositions, Skills, and Knowledge .....</i>	<i>5</i>
<i>Beliefs that Guide or Practice.....</i>	<i>6</i>
<i>Philosophy and Professional Commitments .....</i>	<i>6</i>
<i>Purpose of Portfolio.....</i>	<i>7</i>
<i>Level 1 Portfolio Rubric.....</i>	<i>9</i>
<i>Level 2 Portfolio Rubric.....</i>	<i>10</i>
<b>CONFERENCE RECORD FORM.....</b>	<b>11</b>
<b>PROFESSIONAL EDUCATION PREPROGRAM BLOCKS AND SUGGESTED PLANS OF STUDY .....</b>	<b>14</b>
<i>Elementary Education.....</i>	<i>15</i>
<i>Secondary Education .....</i>	<i>16</i>
<b>STAYING ON TRACK IN TEACHER EDUCATION .....</b>	<b>17</b>
<i>Timeline.....</i>	<i>19</i>
<i>Advising Checklist.....</i>	<i>20</i>
<i>Education Planner- Elementary Ed with Major Concentration .....</i>	<i>21</i>
<i>Education Planner- Elementary Ed with Reading Minor.....</i>	<i>23</i>
<i>Education Planner- Health and Physical Education.....</i>	<i>25</i>
<b>STUDENT DISABILITIES SERVICES.....</b>	<b>26</b>
<b>ADMISSION AND RETENTION APPEAL PROCEDURES .....</b>	<b>28</b>
<b>TIPS FOR A SUCCESSFUL FIELD EXPERIENCE.....</b>	<b>33</b>
<b>TEMPLATES AND RUBRICS .....</b>	<b>35</b>

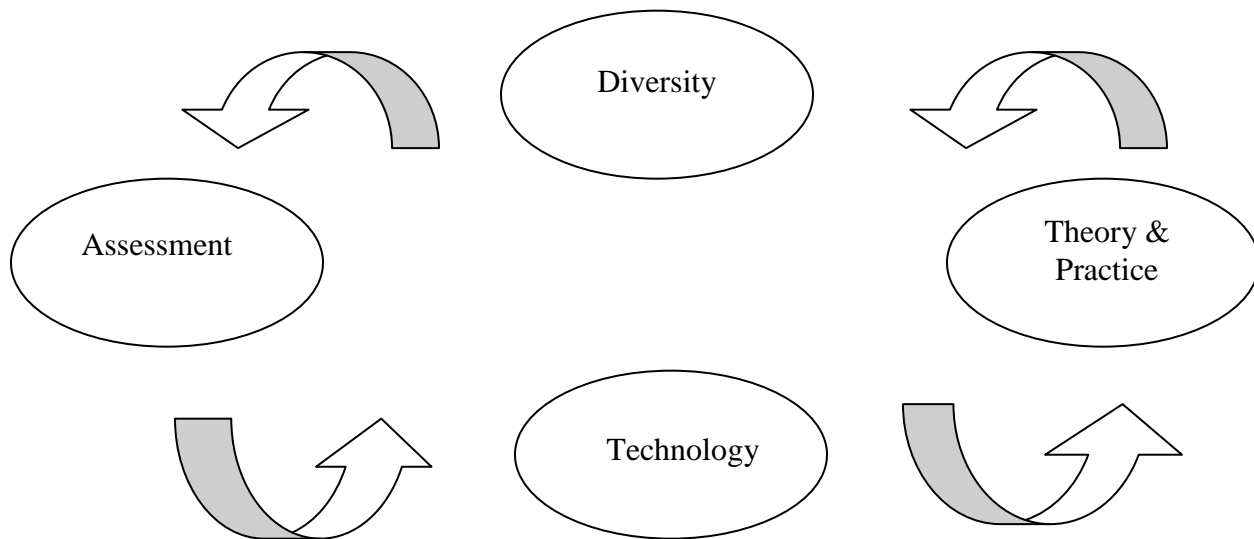
Montana State University–Northern  
*Department of Education*  
Professional Teacher Education Program

***Mission Statement***

***Mission Statement for the Professional Education Unit***

The Montana State University-Northern (MSUN) Professional Education Unit’s mission is firmly grounded in a vision of and commitment to learning environments in which all learners have access to educational opportunities, choices, and experiences that enable them to achieve at the peak of their potential. The professional education programs are designed for delivery through innovative and efficacious systems that provide professional development and excellent educational experiences to diverse populations in a geographically and economically challenged region. To this end, the Unit provides a variety of rich, intentional, and meaningful experiences designed to support candidates’ development of appropriate dispositions, knowledge, skills, traits and habits for their fields. Through this educational experience, teachers, education leaders and counselor candidates prepare to impact their students’ lives and learning and to take leadership roles in classrooms, schools, and beyond.

***Four Strands Connecting Our Practice***



These four strands are central to the Conceptual Framework of our Teacher Education Programs. They bring coherence and intentionality to the program and anchor practices within our community of teaching and learning. These threads are woven throughout the program and they are evident in courses and field experiences. It is believed that through intentional integration of theory and practice, technology, assessment, and diversity in our teaching that the dispositions, knowledge, and skills, traits and habits expected of our graduates will emerge.

### ***Vision Statement for the Unit***

Our shared vision has two central components. The first relates to the nature of K-12 school communities and the second to our role in higher education as advocates for educational change and understanding. We envision learning environments that provide learners lived experiences of the American Dream. In these environments, all learners have access to success, and they are encouraged to use their abilities to imagine what might be. School professionals set high standards for all learners and help those we serve to achieve what they can dream.

We envision MSUN as a premiere institution in educational advocacy, change, and innovation. Our thinking, research, and practice contribute to an increasing knowledge base. Our ability to relate abstract theories in concrete ways will lead to broader implementation and application of the ideas, and ideals that underlie our work and form the foundation of our practice.

The Unit's professional education programs are developed to meet three over-arching purposes. These are:

- To prepare candidates to meet the challenges presented by ever-changing educational environments within societal contexts;
- To prepare graduates to lead education communities toward their promise of opportunity and equity; and
- To prepare our graduates to be change agents within their communities of learners.

### ***Program Purposes***

Our graduate and undergraduate professional education programs are developed to meet two over-arching purposes. These are:

Preparing candidates to meet the challenges presented by ever-changing educational environments within societal contexts.

Preparing candidates to lead education toward its promise of opportunity and equity.

## ***Conceptual Framework – A Community of Learners***

### ***Central Principles***

Our work is impacted by a set of central principles that guide our practices. These principles are the foundation upon which we establish standards and ways-of-being for all the work we do with candidates, communities, schools, and students. The centrality of these principles is illustrated by the ways we tightly weave them into every aspect of candidates' experiences. These principles are listed below.

- Meaningful and enduring learning occurs when learners are actively engaged in the construction of knowledge using developmentally appropriate materials, methods, and practices.
- Rigorous content is tied directly to professional, state, and program standards and is engaged through a variety of teaching experiences and learning strategies. Practical applications of program content must be evident by their impact on the broader educational community our graduates serve.
- The most productive learning environments build strong relationships among all participants, groups, and communities.
- The learning environments must illustrate commitment to democratic principles by the ways that faculty and candidates respond to individuals, celebrate differences and commonalities, construct support for risk-taking and self-challenges, and provide nurturing learning environments which are grounded in meaning and purposeful engagement.
- Curious minds and joyful learning are key elements in effective, healthy lives, and purposeful and meaningful learning environments.

### ***Program Outcomes and Candidate Performance***

Those central principles that guide the professional education programs are illustrated by the ways in which faculty support candidates' learning, growth, and development. Our candidates demonstrate professional entry-level competencies in dispositions, content knowledge and methodologies, and the skills, traits and habits necessary to create rich and meaningful learning environments. Faculty and candidates are leaders for change and act as agents who are instrumental in empowering individuals to learn, un-learn, and re-learn by establishing safe and ethical learning and counseling environments. The unit agrees with scholarship that says producing highly qualified educators should be an outcome priority (Darling-Hammond & Bransford, 2005).

### ***Candidate Dispositions***

- Candidates are curious and follow their curiosities in order to remain continually engaged in learning.
- Candidates challenge their own taken-for-granted notions and seek deeper understanding.
- Candidates demonstrate an understanding of the importance of diversity and the impact diversity has in living rich, full lives.
- Candidates demonstrate the ability to take reasoned risks in order to do and learn more.
- Candidates demonstrate self-direction in their learning and practice.
- Candidates accept the role of educational leaders and change agents.
- Candidates see value in community and the role of families in learning and developing.

### ***Candidate Skills, Traits, and Habits***

- Candidates understand the significance of constructivist teaching and learning practices and demonstrate the ability to use their knowledge to create effective learning and helping opportunities.
- Candidates practice reflective and critical thinking.
- Candidates are able to articulate their beliefs and develop methods, strategies, and materials to act on these beliefs.
- Candidates are able to apply knowledge of developmental learning, stages, and processes to their practice.
- Candidates understand the significance of and are prepared to create collaborative, cooperative, and inclusive learning and counseling environments.
- Candidates are prepared to assume and practice with ethical, professional responsibilities.
- Candidates are able to develop effective means to engage families and communities.
- Candidates understand the ways their decisions, interactions, and behaviors impact the culture and climate of the environments in which they practice.
- Candidates are able to integrate educational and informational technology to enhance learning and counseling experiences.
- Candidates incorporate multiple and appropriate assessment and evaluation practices.

### ***Candidate Knowledge***

- Candidates demonstrate a level of content knowledge that will enable them to challenge learners, take advantage of teachable moments, challenge students, and create opportunities for knowledge construction, new behaviors, and personal growth.
- Candidates exhibit knowledge of professional practices and relevant theories.
- Candidates demonstrate knowledge of assessment and evaluation, theory, and research.

### ***Beliefs that Guide Our Teaching Practice***

***Belief I.*** We believe learning and teaching are most productive when all participants engage in purposeful reflection at all stages of the respective processes. We believe teachers, counselors, and principals are agents for learning, un-learning, and re-learning; therefore, we must be role models in these processes.

***Belief II.*** We believe the faculty’s role is to facilitate learning and growth by creating opportunities for all participants to engage the learning environment and respond through it with developmentally appropriate strategies based upon theory, ethics, and best practices.

***Belief III.*** We believe consistent and purposeful programmatic and candidates’ assessment and evaluation follows these guidelines:

- take place at various points throughout;
- multiple means are used to gather useful and adequate information;
- are authentic reflections of the collected information used to determine individual strengths and challenges; and,
- data drive decisions at all levels (i.e., candidate, program, curriculum, personnel).

***Belief IV.*** We believe emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:

- in the curriculum,
- in classroom language and interactions, and
- in the selection of interventions, and learning strategies.

***Belief V.*** We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment, as follows:

- uses must be carefully planned,
- they must be supportive of active learning and growth, and
- they must be infused with intentional, authentic, and collaborative learning opportunities.

### ***Philosophy and Professional Commitments***

The professional education programs of MSUN are built upon a set of beliefs that guide Unit’s programs, evaluation and assessment, resource allocation, faculty and program governance decisions. We believe best practice requires that be made by educators using a framework formed by well defined and clearly articulated beliefs, and that our decisions must reflect our individual professional contexts, our communities, and our cultural heritage and ethnic backgrounds. Summarily, the Unit agrees effective educators recognize they must not only master pedagogical methods, but they must also acquire affective dispositions to practice education with others (Diez & Raths, 2007).

In professional education programs, we focus on helping candidates identify their beliefs by assisting them in challenging their taken-for-granted notions; exploring the reasons they want to become teachers, counselors, master teachers, or principals and the kind of professional educators or counselors they want to be. They also discover the roles they perceive as appropriate for educators/counselors, learners, instructional mentors/coaches, and themselves. Throughout the programs, candidates are individually and universally challenged toward the acquisition of their unique professional identity. We ensure that candidates leaving our initial and advanced programs can clearly define and articulate the belief systems to guide their decisions and form their practices.

We believe effective teaching, school counseling, and school leadership can be demonstrated in classrooms and schools that are productive, active environments where all participants are engaged in the construction of knowledge—including self-knowledge. In these settings, democratic principles are modeled, learners are involved in making decisions that affect themselves, and all learners are valued and visibly contribute to the community. Learning and positive change occur when individuals are actively engaged in processing knowledge in order to construct understandings and meanings rather than acting as passive “receivers” of knowledge. Through active engagement, meaning is made, learning is internalized, and knowledge, skills, trait/habits, and concepts are applied in personally meaningful ways. This kind of

“doing” takes place in trusting, safe environments where expectations are high and the prevailing climate invites and nurtures innovative thought, risk taking, and success by approximation.

As we consider the significance of active learning and engagement in finding meaning and purpose in our work and lives, we acknowledge several key features significant in the advanced programs: (a) the way learning and change occurs, (b) decision-making, (c) connections and linkages, and the environments that best promotes **communities of learners**. We accept the assumption within constructivism that knowledge and reality are rooted in the individual and in society. As such, learning is not fixed, but relative and changeable, being functions of both personal and social constructs.

### ***Purpose of the Portfolio***

The educational portfolio is a collection of artifacts, evidence, and reflections documenting the candidate’s accomplishments in scholarship and also in the teaching field. It indicates development of skills and knowledge while showcasing extraordinary work during student teaching. It not only profiles growth in the teacher candidate but also learning growth in the student’s they teach.

The portfolio is designed to provide evidence of the content knowledge base and pedagogical skills of the teaching candidate as well as verbal and written communication skills critical to the teaching and learning of the highly qualified teachers we are preparing for the field. Integral to the Montana State University-Northern’s conceptual framework, the Teacher Education portfolio process allows the candidate to organize and demonstrate knowledge, skills, and dispositions associated with teaching through leadership within a constructivist framework.

The professional preparation program and portfolio assessment system contain content and objectives closely aligned with standards for teacher education recommended by the Montana Office of Public Instruction (OPI) standards for teacher preparation (the Professional Educators Preparation Program Standards - PEPPS), and the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. Many states have adopted the INTASC principles for preparing new teachers. These standards or principles describe what every beginning teacher should know and be able to do and are included in Education course syllabi.

The methods of achieving the INTASC and PEPPS standards are rooted in the constructivist learning model that informs the role of teacher as an instructional leader. Cooperative and collaborative classrooms with strong experiential components are the norm for the Montana State University-Northern Teacher Education Program.

Rubrics are used to describe the levels of candidate competency in each of the INTASC principles during coursework, field experiences, and student teaching. Rubrics provide sound evidence that the candidate is progressing satisfactorily or demonstrate areas that need more development. An important component of candidate assessment is the opportunity to reflect upon and to judge his or her learning throughout the preparation for teaching. The assessment system provides consistency of expectations for all candidates beginning with the entry into the Teacher Education Program and culminating with the capstone course EDUC 455 (Advanced Practicum) and the student teaching experience.

The value of an educational portfolio is multidimensional:

***Value to the Candidate***

- Allows for continuous self-evaluation
- Ensures that the national INTASC Principles are met
- Defines areas of strength and weakness
- Allows for continuous reflection leading to improved instructional performance
- Provides the candidate with the ability to develop portfolios for continuous evaluation by school principals or for National Board Certification (see <http://www.nbpts.org/>)
- Growth of classroom students learning during student teaching

***Values to the Evaluator (University Professors, Classroom and University Supervisors)***

- Authentic, performance-based framework to judge the work of the candidate
- Identifies areas of strength and weakness
- Provides opportunities to guide the student toward improved teaching
- Growth of classroom students learning during student teaching

***Value to the Teacher Education Program***

- Provides critical feedback on the success of candidates
- Provides opportunities to assess the on-going strengths and challenges of the program and to provide remediation as needed
- Serves as a final evaluation of the university's efforts toward meeting INTASC Principles
- Serves as an assessment of the candidate's awareness and understanding of the INTASC Principles.

***Educational Portfolio***

The Educational portfolio is your evidence to the Northern faculty that you have achieved the professional knowledge, skills, and dispositions essential to being a highly qualified teacher. Evidence of accomplishment is linked to the artifacts that the candidate selects to highlight his or her development and performance in the Teacher Education Program. The portfolio is a continuous, performance-based process. It is the assessment tool for evaluating candidates' strengths and weaknesses throughout the program. The portfolio is organized around the ten national teaching standards, the INTASC Principles. A final copy of your electronic portfolio is submitted to the Education office after your student teaching. The education department may make a copy of the portfolio for our accreditation records.

In addition to providing evidence of successful completion of program requirements the portfolio also prepares you for pursuing National Board Certification under the National Board for Professional Teaching Standards after you have taught for a few years. You may wish to take a look at the NBPTS web-site at <http://www.nbpts.org/> so you can become familiar with the standards, core propositions, portfolio and assessment requirements used in National Board Certification.

## CIS 320 Electronic Portfolio- Level One

CATEGORY	3	2	1	
<b>Buttons and Links Work Correctly</b>	All buttons and links work correctly.	Most buttons and links work correctly	Fewer than 75% of the buttons work correctly	
<b>Saving</b>	E-folio is saved correctly, and all projects open.	E-folio is saved correctly and most projects open.	E-folio is not saved correctly.	
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.	
<b>Effectiveness</b>	Project includes all material needed to create a well planned "shell" of the e-folio	Project includes most material needed to create a well planned "shell" of the e-folio but is lacking one or two key elements.	Project is lacking several key elements and has inaccuracies.	
<b>Projects</b>	All projects from CIS 320 are linked correctly.	All but one project from CIS 320 is linked correctly.	Two or more projects are not linked correctly.	

## EDUC 455 Electronic Portfolio- Level Two

CATEGORY	3	2	1	
<b>Buttons and Links Work Correctly</b>	All buttons and links work correctly.	Most buttons and links work correctly	Fewer than 75% of the buttons work correctly.	
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	There is no clear plan for the organization of information.	
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, and/ or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.	
<b>Saving and Opening</b>	E-folio is saved correctly and all artifacts open.	E-folio is saved correctly and most artifacts open.	E-folio is not saved correctly and/ or many artifacts do not open.	
<b>Artifacts</b>	All required artifacts are included with artifacts cover sheets (Fall, 2009). Elementary: all EDUC courses Secondary: all EDUC courses and 10 from content area. Minors: an attempt to have representation.	Most artifacts are included with artifacts cover sheets (Fall, 2009). Elementary: all EDUC courses Secondary: all EDUC courses and 10 from content area. Minors: an attempt to have representation.	Missing three or more required artifacts with artifacts cover sheets (Fall, 2009). Elementary: all EDUC courses Secondary: all EDUC courses and 10 from content area. Minors: an attempt to have representation.	

# Conference of Concern

## **Conference of Concern:**

The conference of concern form is a tool used to monitor dispositions of the Teacher Education Candidates. This form can originate from a variety of sources such as instructors, classroom teachers, or any other personnel that interact with the candidate. The use of this form is to identify areas of concern and develop a remediation plan that helps the candidate to overcome these obstacles.



**“College of Education “Conference Record Form”**

This record is confidential to the faculty and staff associated with College of Education

Student First Name:

Student Last Name:

Banner ID:

Semester:

Year:

Course:

Major:

**I. Previous Communication with Student**

Email	Phone	Meeting	Other
Date	Date	Date	Date

Check  to verify the candidate has been informed that this “Conference of Record” will be filed.

**II. Areas Representing Knowledge, Skills, and Dispositions**

A. Basic Skills	B. Professional Competencies	C. Professional Relationships	D. Professional Responsibilities
<input type="checkbox"/> 1. Oral Expression	<input type="checkbox"/> 1. Subject Knowledge/Content	<input type="checkbox"/> 1. Candidate/Faculty/Staff	<input type="checkbox"/> 1. Attendance/Punctuality
<input type="checkbox"/> 2. Written Expression	<input type="checkbox"/> 2. Teaching Skills	<input type="checkbox"/> 2. Candidate/Candidates(s)	<input type="checkbox"/> 2. Meeting Obligations
<input type="checkbox"/> 3. Reading Skills	<input type="checkbox"/> 3. Planning	<input type="checkbox"/> 3. Candidate/Student(s)	<input type="checkbox"/> 3. Care/Concern for Students
<input type="checkbox"/> 4. Reflective Skill	<input type="checkbox"/> 4. Presentation	<input type="checkbox"/> 4. Candidate/Other Professionals	<input type="checkbox"/> 4. Ethics
<input type="checkbox"/> 5. Technology	<input type="checkbox"/> 5. Classroom Management	<input type="checkbox"/> 5. Candidate/Parent	<input type="checkbox"/> 5. Integrity
<input type="checkbox"/> 6. Handwriting	<input type="checkbox"/> 6. Assessment	<input type="checkbox"/> 6. Candidate/Community	<input type="checkbox"/> 6. Equity/Diversity
<input type="checkbox"/> 7. Nonverbal	<input type="checkbox"/> 7. Developmental Awareness	<input type="checkbox"/> 7. Other	<input type="checkbox"/> 7. Time Management
<input type="checkbox"/> 8. Other	<input type="checkbox"/> 8. Technologically Proficient		<input type="checkbox"/> 8. Other
	<input type="checkbox"/> 9. Other		

**III. Explanation/Description/Data:**

*(You may copy and paste into the box below from a WordPerfect file.)*

<b>Professor Name:</b> (Signature box)	<b>Student Name:</b> (Signature box)
<b>Professor Email:</b>	<p>“I have reviewed this Conference Record Form on the date indicated below and have been given the opportunity to discuss and respond to it. My signature does not necessarily mean that I agree with the report.”</p>
<b>Date (mm/dd/yyyy):</b>	
<b>Department:</b>	
<b>Dean’s Signature:</b>	
<b>Date:</b>	<b>Date (mm/dd/yyyy):</b>

#### IV. Recommended Action

Meet with Advisor

Date:

Remediation

Explanation:

Follow-up Schedule:

*For office use:*

*Date received:*

*Date entered:*

*Follow-up date:*

*Copy to candidate's file:*

# Professional Education Program Blocks and Suggested Plans of Study

# Level One Application Packet to be completed and submitted before entrance into EDUC 300

Montana State University-Northern  
Teacher Education Program

## Professional Education Program Blocks for ELEMENTARY EDUCATION

**These courses are to be completed after submission of Level 1 Teacher Education Packet and Admittance into the program.**

### Teacher Education Program Block One

**EDUC 300** Introduction to Curriculum Planning and Practice  
**EDUC 376** Assessments in Education  
**EDUC 380** Classroom Environment and Management  
**EDPY 350** The Education and Psychology of Exceptional Children \*(may take in Block I)  
**EDUC 353** Health Enhancement for Elem Ed

\* Concentration Area or Minor coursework

### Teacher Education Program Block Two

**EDUC 306** Methods of Elementary Social Studies  
**EDUC 310** Methods of Integrated Creative Arts  
**EDUC 334** Methods of Integrated Language Arts  
**EDUC 351** Diversity and Technology  
**EDUC 430** Indian Educations for All across the Curriculum  
**EDUC 336** Integrated Field Experience

\*Concentration Area and Minor coursework

### Teacher Education Program Block Three

**EDUC 302** Methods of Elem. Math  
**EDUC 304** Methods of Elem. Science  
**EDUC 335** Fundamental and Corrective Strategies  
**EDUC 448** Reading Materials for Elem.  
**EDUC 455** Advanced Practicum in Education

\* Concentration Area or Minor coursework

### Teacher Education Program Block Four

**EDUC 400/475** (Student Teaching)

# Level Two Application to be completed during Block Three

## Secondary Education Students suggested Plan of Study

(Education Courses in Junior and Senior Years)

**Please work with your advisor and follow your program sheet for content courses.**

**These courses are to be completed after submission of Level 1 Teacher Education Packet and Admittance into the program.**

### Pre-education Requirements for all Secondary Students

These should be completed prior to admission in the teacher education program.

- **EDUC 100** Foundations of Education
- **EDPY 215** Introduction to Educational Psychology
- **PSYX 230** Human Growth and Development
- **HPE 235** Principles of Health and Wellness
- **CIS 320** Computers in Education
- **EDPY 350** The Education and Psychology of Exceptional Children

### Health and Physical Education Only

Teacher Education Program	
<b>Block One</b> EDPY 350 EDUC 300 EDUC 353	<b>Block Two</b> EDUC 351 EDUC 339 EDUC 445

Teacher Education Program	
<b>Block Three</b> EDUC 455 EDUC 380	<b>Block Four</b> EDUC 475

### All other Secondary Education Fields

(Math, Social Sciences, General Science, Industrial Technology, English)

Teacher Education Program	
<b>Block One</b> EDPY 350 EDUC 300 EDUC 376	<b>Block Two</b> EDUC 336 EDUC 445 Appropriate Method Course (EDUC/ENGL 313 or EDUC 425 or SOSC/EDUC 325 or M 327 or VOED 370)

Teacher Education Program	
<b>Block Three</b> EDUC 455 EDUC 321	<b>Block Four</b> EDUC 450

**Level Two Application to be completed and submitted during Block Three**

# Staying on Track in Teacher Education

## Staying On Track in Teacher Education

### Becoming a Teacher at Montana State University-Northern

You have chosen one of the most gratifying professions of all—teaching. From the very beginning of your journey to become a professional educator, you will be observing in schools and reflecting upon the process of learning and teaching. Because education majors are a part of a professional program of study, the advising process is extremely important. Candidates develop a portfolio to show how specific competencies are met all during their program. The key person in this process is the advisor. It is important to **meet with your advisor every semester**, as preparations are made to be admitted to the program, complete upper division course work, and eventually student teaching. The importance of your advisor in this process cannot be overstated.

During EDUC 100 refer to and complete the Pre-Admission Packet for Teacher Education. The pre-admission packet is available for downloading on MSU-N's website under the Academic link and then the Education link. This packet requires that you complete a background check for your first 10 hour field observation experience. The packet also gives you the guidelines and requirements for registering and completing the PPST (PRAXIS I) exam.

For full admittance into the Teacher Education Program, the beginning of your junior year, candidates must complete the pre-admission packet and submit to the Education Office. Additionally, Level One application must be completed and submitted prior to entering EDUC 300. Please be aware that failure to submit the required paperwork will result in failing EDUC 300.

During your senior year you will complete your Level Two application to the Teacher Education Program. This will be completed during EDUC 455, Advanced Practicum. This packet contains your application for student teaching. Failure to complete required paperwork will delay student teaching.

# Timeline for Teacher Education

## Freshmen

- Declare pre-education major with the registrar's office.
- Meet with pre-education advisor to fill out your program sheet.
- Take courses EDUC 100, EDPY 215, PSYC 205, HPE 235, CIS 320, HPE 235 (M 130 for Elementary Education), and other general education requirements as advised.
- Complete the Pre-Admission Packet.
- Maintain a cumulative minimum grade point average of 2.50.
- Obtain "C-" or better in all program course work.

## Sophomores

- Complete general education program requirements. Be sure to consult with your pre-education advisor for required general education courses for Elementary Education.
- Maintain a cumulative minimum grade point average of 2.50.
- Obtain "C-" or better in all program course work.
- Apply for admittance to teacher education "Level One" the semester before you want to begin the upper division education courses (300-400).

## Juniors

- Complete **BLOCK I & BLOCK II** of professional education courses.
- Maintain a cumulative minimum grade point average of 2.50.
- Obtain "C-" or better in all program course work.
- Join the Student Education Association
- Complete courses in your Minor or concentration areas..

## Seniors

### *First Semester*

- Complete courses in your Major and Minor.
- Apply to Level Two admittance to Teacher Education Program.
- Maintain a cumulative minimum grade average of 2.50.
- Obtain "C-" or better in all regular course work.
- Complete Block III courses and minor program.

### *Second Semester*

- Apply for teacher certification.
- Obtain a certification application and instructions from the Education Office, Cowan Hall 105.
- Order official transcripts from all universities/colleges attended and submit them with your certification application.
- Submit OPI application and transcripts to the Certification and Graduate Office, Cowan Hall 105.

## Transfer Students

- Your major and minor advisors must complete a transfer evaluation and transfer coursework must be approved by the college(s).
- Complete any steps listed above that you missed prior to attending MSU- Northern and then continue to stay on track.

# Advising Checklist

Prior to meeting with your advisor in the Department of Education, you must have the following with you:

- A current Banner transcript
- A Department of Education Handbook
- A Plan of Study
- Your *tentative* course schedule for the semester

Keep all materials listed above in a folder.

## Education Planner – Elementary Education -- Major Concentration

Student Name: \_\_\_\_\_

Student Advisor: \_\_\_\_\_

In addition to the profession program, candidates must select a teaching minor or one of the major concentration areas in Biology, English, History, or Math. See your advisor.

<b>Freshman Year</b>					<b>Semester 1</b>					<b>Semester 2</b>				
Course	Cr	Sem	Yr	Gr	Course	Cr	Sem	Yr	Gr	Course	Cr	Sem	Yr	Gr
*WRIT 101 Cat I	3				SPCH 142 Cat I	3								
*M 121 Cat II	3				BIOL 151/204 Cat III	4								
PSYX 230 Cat IV	3				EDPY 215	3								
*EDUC 100	3				HPE 235	3								
Major Concentration	3-6				M 130	3								
					Major Concentration	3								
<b>Sophomore Year</b>					<b>Semester 1</b>					<b>Semester 2</b>				
PHYS 114 Cat III	4				NAS 310/330 Cat V	4								
HSTA 255 Cat IV	3				LIT 110 Cat IV	3								
PSCI 210 Cat IV	3				CIS 320 Cat VII	3								
Fine Arts/ Humanities Cat VI	3				EDPY 350 *may take in Block I	3								
Major Concentration	3-6				Major Concentration	3-6								
<b>Admission To Teacher Education Required</b>														
<b>Junior Year</b>					<b>Block I</b>					<b>Block II</b>				
EDUC 300	3				EDUC 351	3				EDUC 430	2			
EDUC 376	3				EDUC 430	2				EDUC 310	3			
EDUC 353	2				EDUC 380	3				EDUC 334	3			
EDUC 380	3				EDPY 350* *may take in Pre-block	3				EDUC 306	2			
										EDUC 336	1			
Major Concentration	3-6				Major Concentration	3-6				Major Concentration	3-6			
<b>Senior Year</b>					<b>Block III</b>					<b>Block IV</b>				
EDUC 335	3				EDUC 400/475	12								
EDUC 448	2													
EDUC 455	3													
EDUC 302	2													
EDUC 304	2													
Major Concentration	3-6													

\* Pre-Admission Packet for Teacher Education to be reviewed and started.

\* Students not qualified to place in M121 and/or WRIT 101 will be required to take and complete M095 and/or WRIT 095

This is a *student planner*, it is not a program sheet used for graduation purposes.

\*Consult with your advisor about schedule of course delivery for general education courses and those needed for minor or concentration areas. *Some courses are not offered every semester.*

**General Education Core Required for Teacher Education Program**

- Category I WRIT 101 and SPCH 142
- Category II M 121
- Category III BIOL 151/204 and PHYS 114
- Category IV POL 134
- Category V HSTA 255
- Category VI NAS 310 or NAS 330
- Category VII LIT 110\*
- Category VIII Fine Arts elective\*
- Category IX CIS 320

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Education Planner – Elementary Education – Reading Minor

Student Name: \_\_\_\_\_

Student Advisor: \_\_\_\_\_

<b>Freshman Year</b>		<b>Semester 1</b>				<b>Semester 2</b>				
Course	Cr	Sem	Yr	Gr	Course	Cr	Sem	Yr	Gr.	
*WRIT 101 Cat I	3				SPCH 142 Cat I	3				
*M 121 Cat II	3				BIOL 151/204 Cat III	4				
PSYX 230 Cat IV	3				EDPY 215	3				
*EDUC 100	3				HPE 235	3				
Electives	3-6				M 130	3				
					Electives	3				
<b>Sophomore Year</b>		<b>Semester 1</b>				<b>Semester 2</b>				
PHYS 114 Cat III	4				NAS 310/330 Cat V	4				
HSTA 255 Cat IV	3				LIT 110 Cat IV	3				
PSCI 210 Cat IV	3				CIS 320 Cat VII	3				
Fine Arts/ Humanities Cat VI	3				EDPY 350 *may take in Block I	3				
Electives	3-6				Electives	3-6				
<b>Admission To Teacher Education Required</b>										
<b>Junior Year</b>		<b>Block I</b>				<b>Block II</b>				
EDUC 300	3				EDUC 351	3				
EDUC 376	3				EDUC 430	2				
EDUC 353	2				EDUC 310	3				
EDUC 380	3				EDUC 334	3				
EDPY 350* *may take in Pre-block	3				EDUC 306	2				
					EDUC 336	1				
Reading Minor	3-6				Reading Minor	3-6				
<b>Senior Year</b>		<b>Block III</b>				<b>Block IV</b>				
EDUC 335	3				EDUC 400/475	12				
EDUC 448	2									
EDUC 455	3									
EDUC 302	2									
EDUC 304	2									
Reading Minor	3-6									

\*Upon admission to teacher ed, prescribed courses must be taken in sequence listed (blocks).

This is a *student planner*, it is not a program sheet used for graduation purposes.

\*Consult with your advisor about schedule of course delivery for general education courses and those needed for minor or concentration areas. *Some courses are not offered every semester.*

**General Education Core Required for Teacher Education Program**

- Category I WRIT 101 and SPCH 142
- Category II M 121
- Category III BIOL 151/204 and PHYS 114
- Category IV POL 134
- Category V HSTA 255
- Category VI NAS 310 or NAS 330
- Category VII LIT 110\*
- Category VIII Fine Arts elective\*
- Category IX CIS 320

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Education Planner – Health & Physical Education

Student Name: \_\_\_\_\_ Student Advisor: \_\_\_\_\_

Freshman Year		Semester 1				Semester 2				
Course	Cr	Sem	Yr	Gr	Course	Cr	Sem	Yr	Gr.	
ENGL 112	3				Fine Arts	3				
MATH 112	3				Humanities	3				
EDUC 100	3				PSYC 205	3				
SPCH 142	3				EDPY 215	3				
HPE 233	2	#			HPE 235	3				
HPEA elective	1									
<b>Total</b>	<b>15</b>				<b>Total</b>	<b>15</b>				
<i>Admission To Teacher Education Required</i>										
Sophomore Year		Semester 1				Semester 2				
BIOL 204	4	#			HPE 274	3	#			
HIST Selective**	3				Nat'l Sci Selective	3				
Minor Selective	3				HPE Selective	3				
EDPY 350	3				Cultural Diversity	3				
CIS 320	3				Minor Selective	3				
					HPE Selective	3				
<b>Total</b>	<b>16</b>				<b>Total</b>	<b>18</b>				
Junior Year		Semester 1				Semester 2				
EDUC 300*	3				HPE 300*	3	#			
HPE 376*	3	#			HPE 330	3	#			
EDUC 380	3				HPE 358	3	#			
HPE 357	3	#			HPE 325	3	#			
Minor Selective	3				EDUC 445*	2				
EDUC 351	3				Minor Selective	3				
<b>Total</b>	<b>18</b>				<b>Total</b>	<b>17</b>				
Senior Year		Semester 1				Semester 2				
HPE 306*	2	#			EDUC 475*	12				
Minor Selective	4									
HPE 305*	3	#								
Minor Selective	3									
EDUC 455*	3									
EDUC 353	2	#								
<b>Total</b>	<b>17</b>				<b>Total</b>	<b>12</b>				

\*\* HIST Selective must be HIST 216 if cultural diversity selective is not an NAS prefix.

# Course only offered that semester

\*Upon admission to teacher ed, prescribed courses must be taken in sequence listed (blocks).

- Students getting an extended HPE major will fill “minor selective courses” with extended major courses. See a program advisor for details.

# Student Disability Services

## **Student Disability Services Cowan Hall 213**

**Disability Statement:** If candidates have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, please contact Student Support Services at in Cowan Hall 113 or phone them @406.265.3783.

At Montana State University-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by the Americans with Disabilities Act (ADA). In order to access these services, students must provide documentation of their disability and meet with the Coordinator of Disability Services. During the meeting, they will be registered for Disability Services and will discuss with the Coordinator the ways in which our program can be effective in meeting their individual needs.

Students with either physical or learning disabilities are usually most interested in our alternative testing service. By taking a one-page form (filled out with the Coordinator) to each of their instructors, students can arrange to take all their tests in the alternative testing room, supervised by the Coordinator. That room provides an isolated testing environment, so that distractions are limited, and makes it possible for people to take as long as they need to complete a test. In addition, some students must have their tests read to them and/or their oral answers written down, and we can provide that assistance.

Students with physical disabilities frequently go through the Coordinator when they have problems of access due to physical barriers on campus. The Coordinator then contacts the appropriate department to address the problem. Usually these issues are weather-related (snow and ice) but the Coordinator also acts as an advocate for disabled students when any other issues of fairness or accessibility arise.

Lastly, because individualized assistance is often critical for the success of students with disabilities, both individual and group tutoring is available for many courses. It is our goal to provide tutoring early in every semester so that students do not fall behind.

If you have any further questions, feel free to call the Academic Support Center, which houses Disability Services, at 406-265-4152. We are committed to the success of all students.

# Admissions and Retention Appeal Procedures

MONTANA STATE UNIVERSITY-NORTHERN  
Department of Education  
**Admissions and Retention Appeal Procedures**

The Department of Education, in accordance with its philosophy and conceptual framework, has established a policy for appeals for admission to and retention in teacher education programs. Applicants or candidates who disagree with the recommendations of the Admissions and Retention Committee (hereafter referred to as the committee) or the decisions of the Department of Education Director may file a grievance under these procedures. These procedures are available only to review unfair admissions and retention decisions and not mere differences of opinion regarding the professional judgment of the Admissions and Retention Committee in making recommendations to the college dean regarding admissions to or retention in the teacher education programs.

Scope and Practice of the Admissions and Retention Committee

The Admissions and Retention Committee is comprised of the director, faculty members from the Department of Education and one faculty member from the department where the applicant's or candidate's program resides. The committee reviews (1) all applications to teacher education programs and (2) referrals of all fully or provisionally admitted candidates who have either violated University policies, or have not maintained the published requirements (including dispositions) for the teacher education programs. All committee recommendations are forwarded to the dean for a final approval. The candidate or applicant will also be notified, in writing, of the committee's recommendation. The timetable for appeals will begin with the date postmarked on the notification.

Admissions and Retention Committee decisions shall be considered unfair if the decision is made:

- a) on some basis other than performance and/or compliance with criteria published by the Department of Education;
- b) by more exacting or demanding standards that were applied to other applicants or candidates in the teacher education programs;
- c) by a substantial departure from the Department of Education program standards as articulated in the student or department handbooks.

Applicants' and Candidates' Rights

- Applicants or candidates who pursue a complaint through this appeal's policy will not be discriminated against or suffer any retaliation for using this policy.
- An appeal is a formal statement by an applicant or candidate that there has been a specific violation, misinterpretation, or unfair treatment by the Teacher Education Programs' admissions and retention process.
- Vague or general charges of unfairness that are not substantiated by fact shall not be heard through the appeal's policy.
- Every reasonable effort will be made to keep confidential the identity of the candidate or applicant and the nature of the appeal.

## Due Process Steps

Step 1 – Applicants denied admission to, or candidates denied retention in teacher education programs can appeal, in writing, to the Admissions and Retention Committee within ten working days of receipt of the committee’s recommendation to the appellant. The appellant (applicant or candidate) may provide any additional or pertinent information to the Admissions and Retention Committee at this time.

Step 2 – The Admissions and Retention Committee reviews the appeal, including testimony by the appellant and makes recommendations to the dean within ten working days of receipt of the appeal; a decision of the majority shall be the decision of the committee.

Step 3 – The dean will receive and review all evidence, interview persons relevant to the grievance and the evidence submitted with the grievance and render a written decision with recommendations to resolution within ten working days of the receipt of the committee’s response to the appeal. A copy of the dean’s decision will be given to the applicant or candidate, and the committee.

Step 4 – The applicant or candidate may appeal the decision of the dean within ten working days from the date of the decision. The provost shall review the appeal on procedural grounds only and submit a written decision whether or not due process was followed to the applicant or candidate, the dean, and the committee within ten working days of receipt of the appeal. The decision of the provost is the final decision of the university.

## Time Extensions

- The committee may extend time periods after written notification is given to the applicant or candidate and the dean.
- The dean may extend time periods after written notification is given to the applicant or candidate and the committee.
- The applicant or candidate may be granted an extension of a time period only in extreme circumstances after written notification is given to the committee and the dean.

Definitions used in this policy:

- Working Days: Monday-Friday when classes are held. Does not include regularly posted breaks during the academic calendar.
- Applicant: MSU-N student applying to the Teacher Education Program
- Candidate: MSU-N student who has provisional or full admission to the Teacher Education Program.
- Appellant: The individual (applicant or candidate) who is appealing a decision.

MONTANA STATE UNIVERSITY-NORTHERN  
*Administrative Policy and Procedures Manual*

**Section 600: Student Affairs**

**602.1 Student Grade Appeal Process**

*Effective: June 15, 2003*

*Revised: March 2007*

*Review Date: March 2009*

*Responsible Party: Dean of Students*

**I. Policy:** Students who disagree with the assignment of a grade by an instructor may file a grievance under these procedures.

**II. Grade Decision Reviewed** These procedures are available only to review allegedly unfair grade decisions and not mere differences of opinion regarding the professional judgment of the instructor in evaluating a student's work or making a grade decision. The grade decision will be considered unfair if the decision is made:

- a) On some basis other than performance in the course and/or compliance with course assignments and requirements;
- b) By more exacting or demanding standards than were applied to other students in the same course section.
- c) By a substantial departure from the instructor's standards as articulated in the course syllabus, catalog descriptions and/or other written materials.

**III. Student Grade Grievances**

**Procedures:** A student who wishes to grieve a grade decision must proceed as follows:

**1. Informal meeting** The student should attempt to resolve the matter directly with the instructor through a personal conference as soon as possible after the grade decision is known.

**2. Dean Review**

a) If the student and the instructor cannot reach a mutually satisfactory resolution to the problem, the student may file a formal grievance. The grievance must be presented in writing to the instructor's Dean within 15 working days of the alleged grading incident. If the grievance is based on the final grade in a course, the grievance must be presented in writing to the Dean no later than the 15th day of university instruction in the following academic term. The student must describe the grievance, the date(s) of occurrence, why the student believes the decision was unfair, the student's attempts to resolve the grievance informally and the precise relevant documents. For purposes of this section, fall semester, spring semester and summer session shall each constitute an academic term.

b) The student shall send a copy of the grievance to the instructor. The instructor shall have ten (10) working days to respond after receipt of the grievance. If the instructor does not respond within that time frame, the Dean will consider the grievance with the material formally submitted by the student.

c) The Dean will receive and review all evidence, interview persons relevant to the appeal and the evidence submitted in support of the appeal, if possible, and render a written decision with recommendations as the resolution within ten (10) working days of receipt of the instructor's response. A copy of the Dean's decision will be given to the instructor and the student. If the grievance is not concluded within this time frame, the student may carry it forward to the Provost for resolution.

d) If the Dean is the instructor who made the grade decision that is subject of the grievance, another Dean at Montana State University-Northern shall complete the first formal step of the grievance, as described in section III.2., subsections a), b) and c) of this policy. That Dean will be selected by a process of elimination, the student having the first veto and the instructor having the second veto. The Provost will oversee the selection process.

**3. Provost's review** The student or the instructor may appeal the Dean's decision. Such appeal will be filed in writing and submitted to the Provost within five (5) working days of receipt of the Dean's decision, with copies to the instructor, the student and the Dean. The written appeal shall deal only with the part or parts of the Dean's decision that the appellant disputes. New evidence, information or supporting documents cannot be included as part of the appeal except when, by clear and convincing evidence, it is established that such information was not available at the time of the original grievance. The Provost may interview the student, the instructor, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Provost will submit a written decision to the student, the instructor and the Dean within ten (10) working days of receipt of the appeal. The decision of the Provost is the final decision of the University.

**4. Time Extensions** The parties at each step of the process may agree to extend the time lines established in this policy. Such extensions should be in writing, and signed by the appropriate parties.

**5. Grade Changes** Grade grievances can occur in two ways, and the grading process shall be governed by the following procedures:

a) If the grievance is the result of an instructor's decision during the semester, the student will be assigned a grade of NR if the grievance has not been decided by the time final grades are awarded in the course. The final grade will be awarded, once the grade grievance is completed, based on the decision of that grievance.

b) If the grievance is based on the final grade awarded in a course, the grade will be changed only if the decision of the grievance requires a change.

# Tips for a Successful Field Experience

### *Tips for a Successful Field Experience*

- Dress appropriately and professionally while doing your field experience
- You will be required to wear a name tag or your university ID card while you are in the schools
- Learn the roles of school personnel, classroom routines, and learn school procedures
- When appropriate, assist in recess, hall supervision, bus duty, fire drill, and other procedures
- Always be busy working with students or your field teacher
- Be on time and professional--you will be required to sign in and out of the school
- Become familiar with the school media center, technology resources, curriculum guides, and instructional materials
- Ask your cooperating field teacher how s/he assesses student learning
- Ask your cooperating field teacher the role of the Montana OPI standards in teaching and learning
- Learn the students' names as soon as possible
- Communicate regularly with your cooperating field teacher but be sensitive to his/her time needs as well
- ALWAYS ask your cooperating field teacher to approve the lessons you will teach
- Organize your visits or your field day so you are prepared and productive
- Be flexible—every day in the life of a teacher is a surprise
- Ask questions and rely on those answers to guide your success--take your field teacher's advice seriously and use it judiciously
- If possible, visit another classroom briefly to see another instructional style
- When possible, get to know the principal and explore his/her role as an instructional leader
- Maintain contact with your University professor during your field experience.

# Templates and Rubrics

**Lesson Plan Template**

**Stage 1—Desired Results**

**Established Goals: (Standards, Benchmarks, and Rationale)**

**Understandings:**  
*Students will understand that...(learner outcomes)*

**Essential Questions:**

*Students will know...(goal)*

*Students will be able to...(objectives)*

**Stage 2—Assessment Evidence**

**Performance Tasks:**

**Other Evidence:**

**Stage 3—Learning Plan**

**Learning Activities:**  
**Anticipatory Set:**

**Procedures:**

**Addressing the diverse learner:**

**Closure:**

**Lesson Reflection:**

### Lesson Plan Rubric

Items Being Assessed	Excellent (5)	Satisfactory (3)	Below Standard (1)
<b>Objectives</b>	Instructional goal and behavioral objectives included the what and how.	Instructional goal and behavioral objectives are clear.	Instructional goal and behavioral objectives are vague.
<b>State Standards</b>	Fully written out.	Abbreviated.	None.
<b>Anticipatory Set</b>	Contains multiple examples and detailed a script of what to say; examples of instructional language included	Focused student attention on the lesson, a 'grabber', connected prior knowledge.	Not really focused, did not connect the prior knowledge or anticipatory set missing.
<b>Teacher Input</b>	Contains a detailed script and several examples of input for students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.	Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.
<b>Modeling the Behavior</b>	Several examples of how students are to go about completing the lesson, includes detailed script/description incorporating alternative learning styles	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Vaguely showed students what is expected or modeling the outcome is missing.
<b>Check for Comprehension</b>	Checking for comprehension is detailed with multiple examples of how the teacher will do this throughout the lesson.	Checking for comprehension is stated with at least one example of how this will be done.	Checking for comprehension not stated anywhere in the lesson plan.
<b>Guided Practice</b>	Several examples of activities are included that incorporate alternative learning styles, cooperative groups or individual work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.	Guided practice is vague or no guided practice is present.
<b>Closure</b>	Clear, concrete, comprehensive; sets stage for new learning.	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.	Closure is vague or there is no closure mentioned.
<b>Assessment</b>	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in detail.	An assessment is described with relevance to stated objectives; assess. Data is collected or planned for collecting.	There is an assessment, but it has little relevance to stated objectives or no assessment was mentioned in the lesson.
<b>Materials</b>	Examples of worksheets or information attached with materials clearly stated and relevant to the lesson; books used are referenced.	Materials are listed and directly related to the lesson format and content.	Materials are incomplete, partly described, or materials are missing altogether.
<b>Diversity</b>	Appropriately addresses diverse learners.	Makes some modifications for diversity.	Diversity not addressed.
<b>Mechanics</b>	Neat, organized, no spelling or grammatical errors are present.	A few spelling and grammatical errors are present or too many spelling and grammatical errors are present.	Many errors.
<b>Overall Lesson Evaluation</b>	Exceeds criteria. Lesson plan is well thought out, content is sensitive to the students' needs, and follows criteria in rubric.	Lesson plan exhibits satisfactory characteristics as described in rubric. Meets passing criteria.	Lesson plan needs to incorporate the missing criteria for a passing grade.
<b>Total Score</b>			<b>x 3=</b>



**Stage 1—Identify Desired Results**

Established Goals:

What understandings are desired?  
*Students will understand that....*

What essential questions will be considered?

What key knowledge and skills will students acquire as a result of this unit?

*Students will know....*

*Students will be able to....*

Stage 2—Determine Acceptable Evidence

What evidence will show that students understand?

*Performance Tasks\* (summary in GRASPS form)(p. 159 in text):*

*\*Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Student Self-Assessment and Reflection:

6-Page Template, Page 4

Performance Task Blueprint	
What understandings and goals will be assessed through this task?	
What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?	
Through what authentic performance task will students demonstrate understanding?	
What student products and performances will provide evidence of desired understanding?	
By what criteria will student products and performances be evaluated?	



Stage 3—Plan Learning Experiences and Instruction				
Consider the WHERETO elements.				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

**Unit Plan Assessment - 42 points (see weighting factors)  
(Critical Assessment)**

Criteria	Unacceptable (1)	Developing (2 points)	Proficient (3 points)	Professional (3 points)
<b>Standards (weight=1)</b> <b>INTASC 1A</b>	Both the standard and the benchmark are missing, or the benchmark is not appropriate for the grade level.	Either the Montana standard or the specific benchmark is missing. Benchmarks appropriate for the grade level.	Both the Montana standard and the specific benchmark(s) are identified and are appropriate for the grade level.	Both state standards & benchmarks, and national standards are identified & are appropriate for the grade level.
<b>Objectives (weight=1)</b> <b>INTASC 1A</b>	No objectives identified, or objective is not appropriate for the grade level.	An appropriate objective is identified, but it is not aligned with the standard/ benchmark.	Objectives appropriate for the grade level. Objectives aligned with standards/ benchmarks.	Objectives appropriate for the grade level. Objectives aligned with standards/benchmarks. Objectives included relevant to Indian Education for All.
<b>Background &amp; Community Resources (weight=1)</b> <b>INTASC 1A, 3D, 7B</b>	Not included, or not appropriate.	Rationale & background provide limited evidence that candidate has the knowledge or skills to carry out the lessons. Resources included but do not clearly link instruction to the daily life of K-12 students.	Background and/or assessments provide evidence that candidate has an adequate understanding of the knowledge & skills needed to carry out the lesson. Resources relevant to Montana American Indians are included. Community or state or national resources are included.	Background and/or assessments provide evidence that candidate has significant expertise in the subject. Community or state resources relevant to Montana American Indian cultures are included. Nationally produced curricular resources also included. Resources are likely to link instruction to the daily life of K-12 students.
<b>Differentiation (weight=1)</b> <b>INTASC 2, 2C</b>	No plan for differentiating instruction, or plan inappropriate.	Plans for differentiation shows limited understanding of student learning needs.	Plans for differentiation appropriate and specific to the needs of all learners, and describe specific individuals' learning needs.	Plans for differentiation will enable all students to learn; address specific needs of diverse learners, such as students with Limited English Proficiency, students from diverse cultures, or students at different developmental levels.
<b>Accommodations (weight=1)</b> <b>INTASC 3B</b>	None listed, or plans inappropriate.	Accommodations for exceptional learners vague, not clearly effective for specific learners.	Plans for accommodations for exceptional learners are appropriate for specific special needs.	Plans for accommodations for exceptional learners are comprehensive & appropriate for specific special needs
<b>Instructional sequence (weight=3)</b> <b>INTASC 1A, 1M, 2C, 6K, 7A</b>	No plan is included or plan is so sparse as to be unusable.	An instructional plan is included but it is not appropriate for the objectives or the grade level, or is poorly timed.	Instructional plan appropriate for the objectives and the grade level. Unit integrates multiple subject areas. Activities or discussion include guiding questions appropriate for engaging students in higher-level thinking.	Instructional plan appropriate for the objectives and the grade level. Activities or discussion include guiding questions appropriate for engaging students in higher-level thinking, critical thinking, inquiry, creativity, or problem solving. Lessons integrated in meaningful ways.
<b>Content Knowledge (weight=2)</b> <b>INTASC 1A</b>	Candidate appears to lack understanding of the content to be taught.	Candidate demonstrates some understanding of the content to be taught.	Instructional plan demonstrates candidate's sound knowledge of the content.	Instructional plan demonstrates that the candidate has significant expertise in the content.
<b>Assessment (weight=2)</b> <b>INTASC 8F</b>	Assignments may be listed but no assessment is included.	An assessment is included but assessment does not reflect the objectives, or form of assessment not	Assessments reflect most of the objectives. Form of assessment appropriate for the grade level and objectives.	Assessments reflect all of the objectives. Form of assessment appropriate for grade level and objectives. Assessments designed to

		appropriate.		enable students with diverse learning needs to succeed.
<b>Writing Conventions (weight=1)</b> <b>INTASC 6D</b>	Writing shows significant problems in one or more areas. Frequent errors in grammar, usage, or mechanics may show poor control of language and may at times impede understanding. Writing may be illegible.	Organization is generally clear. Expression of ideas is usually clear, and word choice is appropriate to the topic. A competency with language is apparent, even though there may be some errors in grammar, usage and mechanics.	Organization is unified and logical. Expression of ideas is usually clear, and word choice is often precise. While there may be a few errors in grammar, usage, or mechanics, a good command of language is apparent.	Organization is unified & logical. Outstanding command of the language is apparent, with clear & effective expression of ideas. No errors in writing mechanics.
<b>Reflection (weight=1)</b> <b>INTASC 6G, 9C, 9D</b>	If a part of the lesson was taught, candidate did not reflect on the lesson. (NOTE - do not assess "Reflection" if the candidate did not have an opportunity to teach the lesson.)	Reflections provide limited insight into how to improve the lesson.	Reflections are insightful, providing useful ideas for enhancing instruction.	Reflections are insightful & comprehensive, providing useful ideas for enhancing student learning.

**INTASC 1A (Knowledge):** Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches

**INTASC 1M (Skills):** Can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas

**INTASC 2 (Knowledge & Skills):** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

**INTASC 2C (Knowledge):** Is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive)

**INTASC 3B (Knowledge):** Knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges

**INTASC 3D (Knowledge):** Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values

**INTASC 6D (Skills):** Models effective nonverbal and verbal communication, including the use of a variety of media communication tools, including audio-visual aids and computers

**INTASC 6K (Skills):** Provides leadership by asking questions that effectively stimulate discussion in a variety of ways, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, and stimulating curiosity

**INTASC 7A (Knowledge & Skills):** Understands learning theory, subject matter, curriculum development, and student development; Knows how to use knowledge of learning theory, subject matter, curriculum development, and student development in planning instruction to meet curriculum goals

**INTASC 7B (Skills):** Plans instruction that creates an effective bridge between curriculum goals and students' experiences

**INTASC 8F (Skills):** Appropriately uses a variety of formal and informal assessment techniques (for example, observation, portfolios of student work, teacher-made tests, performance assessments, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies

**INTASC 6G, 9C, 9D (combined) (Dispositions):** Is a thoughtful and responsive listener who demonstrates leadership qualities through commitment to reflection, assessment, and critical thinking as an ongoing process

## ARTIFACT REFLECTION SHEET

**NAME:**

**DATE:**

**MAJOR:**

**ARTIFACT TITLE:**

**RELATED COURSE & INSTRUCTOR:**

**RELATED COURSE OBJECTIVE(S):**

**RELATED INTASC STANDARD(S):**

**IN THE SPACE BELOW, DESCRIBE THE ARTIFACT AND HOW IT RELATES TO THE CONCEPTUAL FRAMEWORK OF THE EDUCATION PROGRAM:**

**IN THE SPACE BELOW, DESCRIBE AND EXPLAIN IN WHAT WAY(S) THIS ARTIFACT RELATES TO THE COURSE OBJECTIVE(S) YOU ALIGNED IT WITH AND HOW IT CONTRIBUTED TO YOUR GROWING COMPETENCE IN THE EDUCATION PROGRAM:**

## Artifact Reflection Rubric

CATEGORY	2	1		
<b>RELATED COURSE OBJECTIVE(S)</b>	Student has identified all related course objectives.	Student has not adequately identified all related course objectives.		
<b>RELATED INTASC STANDARD(S)</b>	Student has identified all related INTASC standards.	Student has not adequately identified all related INTASC Standards.		
<b>CONCEPTUAL FRAMEWORK</b>	Student has adequately described the connection between the artifact and the four threads of the conceptual framework.	Student has not adequately described the connection between the artifact and the four threads of the conceptual framework.		
<b>STUDENT GROWTH</b>	Student has adequately described and explained in what way(s) the artifact relates to the course objectives and how it contributes to their growing competency in the education program.	Student has not adequately described and explained in what way(s) the artifact relates to the course objectives and how it contributes to their growing competency in the education program.		